

Access of E-Resources by PG Students of Gandhigram Rural Institute-Deemed University, Gandhigram, Tamil Nadu, India

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(Received on 05 December 2011 and accepted on 05 April 2012)

Abstract - The study aimed at finding the use of e-resources by the PG students of Gandhigram Rural Institute-Deemed University, Gandhigram. 301 questionnaires were distributed among the respondents from seven departments out of which 222 were returned. Results show that 45% of the respondents use internet for educational purposes and 32.9% of the respondents use internet for checking e-mail. Google is the most used search engine and yahoo is their second choice. The purpose for the use of e-resources revealed that most of the respondents are using e resources for their project work since they have submit the project report as part of their syllabus. 36% of the respondents are using e-resources for preparing seminar presentation.

Keywords:E-Resources, Use of E-resources

I. INTRODUCTION

New technological developments in the context of computer, telecommunication, electronics, reprography and micrography have been adopted in libraries and all these have brought new concepts to library systems. It could be possible on account of libraries being receptive to new technological developments. They have incorporated all new techniques, which are suitable and useful for them in improving and making library services effective to the users [1].

Electronic resources are the electronic representation of information. These are available in various forms e-books, digital libraries, on line journals and magazines, like e-learning tutors and so on. Because of the effective presentation with multimedia tools, these e-resources have become the source of information that delivers the collection of information as full text databases, e-journals, image collections, multimedia in the form of CD, tape, internet, web technology etc. E-resources may include e-journals, e-discussions, e-news, data archives, e-mail, on line chatting etc.

II. ABOUT THE UNIVERSITY

The Gandhigram Rural Institute (GRI) is an Indian university that was founded in 1956 as a small, rural college. Based on Mahatma Gandhi's concept of Nai Talim (Basic Education) system of education, GRI has developed academic programmes in Rural Development, Rural Economics and Extension Education, Rural Oriented Sciences, Cooperation, Development Administration, Rural Sociology, English and

Communicative Studies, and, Tamil and Indian Languages. Its students are trained to meet the personnel needs for rural development under various governmental and non-governmental schemes. The work of the institute invited national attention and the Government of India (Ministry of Education), on the recommendation of the University Grants Commission, conferred the status of a Deemed University on the Institute under Section (3) of the UGC Act of 1956, on August 3, 1976. The institute has grown to comprise seven faculties, offering about 50 programmes. It awards Doctoral, Master's and Bachelor's degrees, Diplomas and Certificates. It has 2,300 students and 125 teaching and 250 non-teaching staff.

III. OBJECTIVES OF THE STUDY

1. To identify the purpose of browsing internet by the PG students of GRI;
2. To find out the most preferred Search Engine by the students;
3. To find out the reason for using electronic resources;
4. To find out the accessibility and place of access of internet;
5. To examine the facilities given for the search of e-resources in the departments;
6. To find out the most preferred search methods used by the students;
7. To find out the frequency of use of e-resources.

IV. METHODOLOGY

For getting the data on this field of study, questionnaire survey methods are adopted among the PG students GRI, Gandhigram. The questionnaire method of the collection of data is found suitable for gathering data.

Stratified random sampling techniques are followed for the collection of data. The population is stratified in to seven departments. Due consideration is given in the representation of gender and different categories. 301 questionnaires are distributed among the respondents from the seven departments, out of which 222 are returned.

TABLE I DEPARTMENT-WISE DISTRIBUTION OF RESPONDENTS

S.No.	Departments	Number of Questionnaires Distributed	Number of Questionnaires Received	Percentage
1	Physics	50	40	80
2	Chemistry	30	20	67
3	Mathematics	30	25	83
4	Biology	35	30	86
5	Home Science	21	11	52
6	MBA	60	45	75
7	Computer Science	75	51	68
	Total	301	222	74

V. DATA ANALYSIS AND INTERPRETATION

Questionnaires are distributed among the respondents of all the seven departments in GRI. The department-wise distributions of the respondents are given in the Table I.

The table shows that out of 301 questionnaires distributed, 222 are received. Hence the total rate of response is 74%. The analysis shows that in the department of Biology 86%, the department of mathematics 83%, the department of Physics 80%, the department of MBA 75%, the department of Computer Science 68%, the department of Chemistry 67% and the department of Home Science 52% is responded. The highest rate response is given by the department of Biology.

The respondents in the Arts and Science Departments constitutes both male and female. The Gender-wise distributions of the respondents are given in the Table II.

The analysis reveals that majority of 51% respondents are female and 49% of them are male. The majority of female respondents is from the department of Computer Science and Applications (23%).

To check the purpose of use of internet, a question was posed among the PG students.

TABLE II GENDER-WISE DISTRIBUTION OF RESPONDENTS

S.No.	Departments	Male	Female	Total	%
1	Physics	22	18	40	18
2	Chemistry	11	9	20	9
3	Mathematics	10	15	25	11
4	Biology	15	15	30	13
5	Home Science	2	9	11	5
6	MBA	22	23	45	21
7	Computer Science	26	25	51	23
	Total	108 (48.65%)	114 (51.35%)	222 (100%)	100%

TABLE III MAIN PURPOSE OF USING INTERNET

S.No.	Purpose of Using Internet	Physics	Chemistry	Maths	Biology	Home Science	MBA	Computer Science	Total	%
1	Checking E-Mail	11	5	9	11	3	14	20	73	32.9
2	Education Purpose	18	11	12	12	6	20	21	100	45
3	Chatting	1	1	2	2	0	3	4	13	5.9
4	Social Networking	6	2	1	4	2	4	3	22	9.9
5	Entertainment	4	1	1	1	0	4	3	14	6.3
	Total	40	20	25	30	11	45	51	222	100

TABLE IV PREFERENCE OF SEARCH ENGINES

Search Engines	Physics	Chemistry	Maths	Biology	Home Science	MBA	Computer Science	Total	%
Google	19	11	9	15	6	23	20	103	46.39
Yahoo	21	9	12	12	5	20	22	101	45.49
Excite	-	-	2	-	-	-	3	5	2.25
Alta vista	-	-	1	1	-	-	3	5	2.25
Hot pot	-	-	1	2	-	2	3	8	3.62
	40	20	25	30	11	45	51	222	100

TABLE V TIME SPENT FOR USING E-RESOURCES

Time Spent	Physics	Chemistry	Maths	Biology	Home Science	MBA	Computer Science	Total	%
Below 1 hour	20	11	7	12	4	14	18	86	38.76
2-3 hours	11	5	10	4	3	12	19	64	29
3-4 hours	5	2	4	6	2	14	11	44	20
More than 4 hours	4	2	4	8	2	5	3	28	13
Total	40	20	25	30	11	45	51	222	100

TABLE VI PREFERENCE OF SEARCH METHODS

Search Methods	Physics	Chemistry	Maths	Biology	Home Science	MBA	Computer Science	Total	%
Author	4	3	3	5	2	12	12	41	18.46
Journal Title	6	4	5	6	3	6	11	41	18.46
Subject	8	7	8	6	2	12	9	52	23.45
Key words	9	3	4	6	3	8	9	42	18.91
Title of the Article	13	3	5	7	1	7	10	46	20.72
Total	40	20	25	30	11	45	51	222	

The Table III shows that 45 % majority of the respondents use internet for educational purposes and 32.9% checking e-mails.

In order to understand the preference of search engines used by the respondents, an analysis is made and the results are shown in the Table IV.

Among the respondents 46.39 % are given first rank to Google, followed by Yahoo 45.49%. The other search engines are not familiar with the respondents.

It is necessary to know the time spent by the respondents for the use of e-resources, so a question was asked to know the time spent for use of e-resources per day. The results of the analysis are shown in the Table V.

The analysis shows that 20 respondents from the department Physics spent less than one hour for the use of e-resources per day. Highest respondents from the department of Computer Science spent more than 2-3 hours for using e-resources. More than 4 hours are used by the department of Biology students. Minimum hours are spent the department of Home Science students.

Table VI shows the preference of search Methods. The study reveals that majority of the respondents prefer subject search (23.45%) as their first preference while searching their needs. 20.72% of the respondents are preferred Title of the article as their search mode. 18.91% of the respondents are using Keyword search and 18.46% of the respondents are preferring Author and Journal Title.

From the analysis it is clear that most (127) of the respondents has given first preference to internet resources followed by CD-ROM, e-publishing, databases and DVD-ROM.

Table VIII shows the place of access to the e-resources. It analysis the place of access to e-resources that most of the respondents (44%) are accessing the e-resources from the Central Library of the University, 26% of the respondents are accessing from the Departments, 19% are from Browsing Centre and 11 % are accessing the e-resources at home.

TABLE VII PREFERENCE OF USE OF E-RESOURCES

E-Resources	Physics	Chemistry	Maths	Biology	Home Science	MBA	Computer Science	Total
Internet Resources	25	15	14	16	6	25	26	127
CD-ROM	5	5	4	4	2	10	15	45
DVD	0	0	0	0	0	2	3	5
Databases	2	0	3	5	3	3	3	19
E-Publishing	8	0	4	5	0	5	4	26
Total	40	20	25	30	11	45	51	

TABLE VIII PLACE OF ACCESS OF E-RESOURCES

Place of access of E-Resources	Physics	Chemistry	Maths	Biology	Home Science	MBA	Computer Science	Total	Physics
Home	5	3	2	5	0	6	3	24	10.83
Department	6	2	8	5	2	10	25	58	26.12
Central Library	20	11	8	12	7	24	15	97	43.69
Browsing Centre	9	4	7	8	2	5	8	43	19.36
Total	40	20	25	30	11	45	51	222	100

TABLE IX PURPOSE OF USING E-RESOURCES

Purpose	Physics	Chemistry	Maths	Biology	Home Science	MBA	Computer Science	Total	%
Academic	8	3	4	3	1	4	3	26	12
Publishing Journal Article	1	0	1	0	0	2	2	6	3
Project Work	17	9	10	15	5	23	24	103	46
To Exchange Ideas	2	0	0	1	0	2	2	7	3
Seminar Presentation	12	8	10	11	5	14	20	80	36
Total	40	20	25	30		45	51		100

TABLE X FREQUENCY OF USE OF ELECTRONIC RESOURCES

Electronic Information Sources	Rarely	Once in a Month	Once in Week	Once in a Day
CDs	25	30	14	5
DVDs	6	2	2	6
E-journals	25	27	35	50
Internet Resources	25	20	52	70
Total	81	79	103	131

Table IX shows the purpose of using e-resources. Respondents are using e-resources for many purposes. 46% of the respondents are using e-resources for project work. Because the PG students have to submit project reports at the end of the second year. 36% of the respondents are using e-resources for seminar presentation. The seminar is in the part of curriculum they use the e-resources for preparing their seminar papers and presentation. 12% of the respondents are using e-resources for academic purposes. And 3% are using it for Publishing journal article and to exchange ideas.

Table X shows the frequency of use of e-resources. It shows that most of the respondents (131) are using internet resources once in a day. Followed by e-journals are used by 50 respondents once in a day and CDs are used rarely and DVDs are used once in a month.

Table XI shows the preference of internet resources. The study reveals that among the internet resources e-mail is the most preferred resources (120 respondents) followed by e-journals (117 respondents) and it is followed by blogs, download services, www.resources and online search.

TABLE XI PREFERENCE OF INTERNET RESOURCES

Preference of Internet Resources	Physics	Chemistry	Maths	Biology	Home Science	MBA	Computer Science	Total
E-mail	15	12	14	15	9	25	30	120
Blogs	5	6	5	6	2	12	15	51
E-Journals	10	15	13	20	10	24	25	117
Download services	6	5	5	9	2	6	7	40
www.resources	6	2	4	4	3	5	9	33
online search	3	4	6	3	1	4	5	26

VI. CONCLUSION

The study aims at finding the use of e-resources by the PG students of GRI-DU. The study reveals that most of the respondents are using e-resources for education purpose. And most of the respondents are using Central Library for accessing e-resources. This study gives important findings with regard to the various aspect of e-resources. The fast growth of information and communication technologies particularly internet an electronic resources have change the traditional method of research, storage, retrieval and

communication of scholarly information. Now-a-days internet has emerged as most powerful medium for storage and retrieval. Students should take continuous effort to know the growing trends in information and communication technology to cope up with the latest developments in the field. The academic institutions and libraries should be well equipped with the latest technologies so as to attract their students attention towards the use of libraries and also the libraries should conduct the user awareness programmes to familiarize the technologies existing.

REFERENCES

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